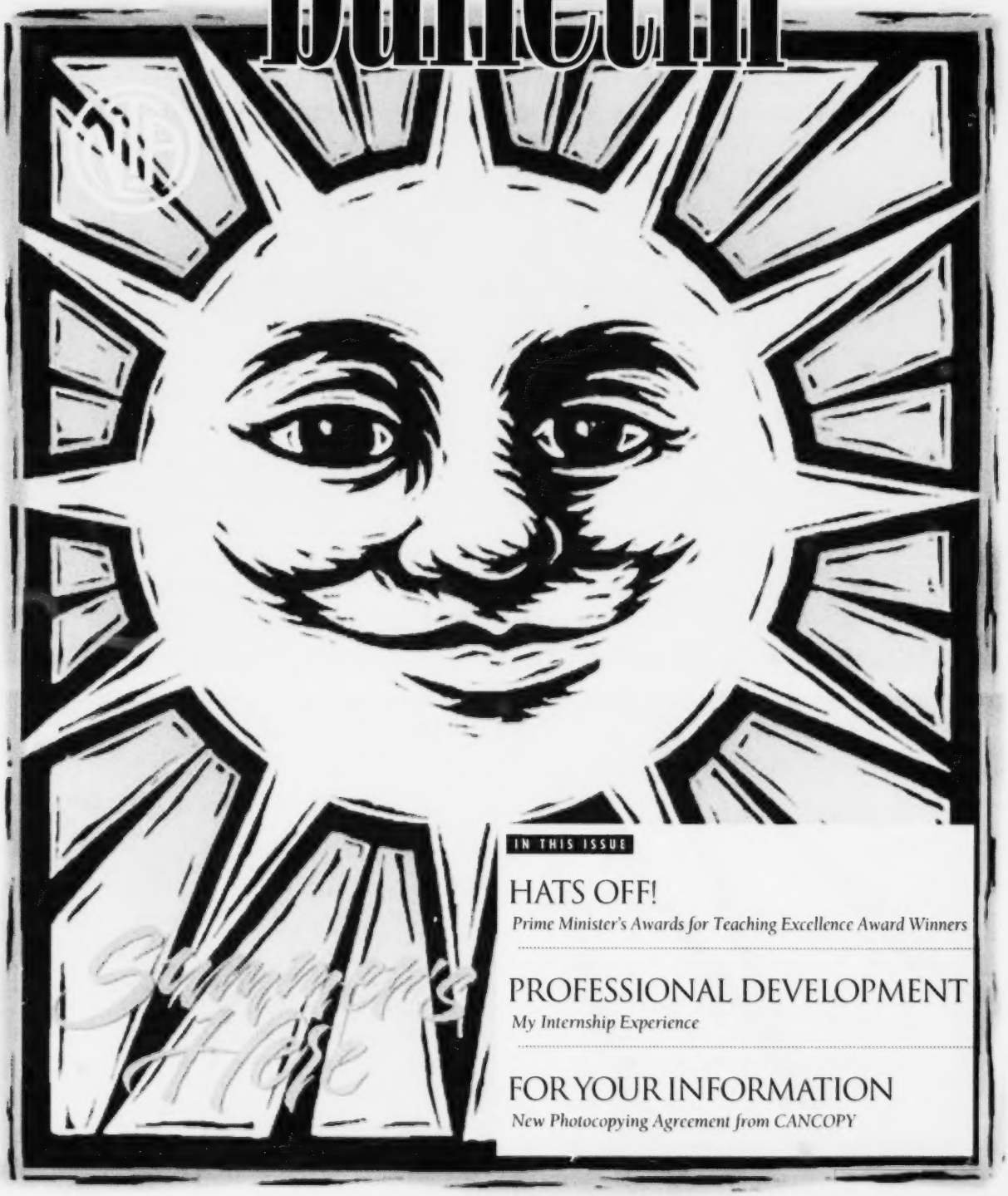
NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE

bulletin

Vol. 43/No. 8

June 2000



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THANKS A HUNDRED THOUSAND

by LESLEY-ANN BROWNE

Close to 400 teachers are eligible to retire this June. Indications are that most of them will avail of the opportunity. My daughter's Grade 3 teacher is one of them.

I believe we should rename the word "retirement". It is often associated with the elderly. I see retirement as a chance for renewal. It can mean embarking on a new time in one's life. My daughter does not see her teacher as someone who is ready to retire. Teachers are energetic and fun and enthusiastic. I tried to explain that teachers can retire after 30 years in the profession and that many of them want to move on to the next phase in their lives. I attempted to explain that some retired teachers get new jobs, some go back to school, and yet others relax and spend time doing whatever they want.

When many teachers speak of the time spent in the classroom, they reveal their positive attitude and sincerity about teaching. W. A. White wrote, "I am not afraid of tomorrow, for I have seen yesterday, and I love today." This is the same message I hear from teachers who are retiring.

I had the opportunity to speak to my daughter's teacher about her impending retirement at the conclusion of a recent parent/teacher conference. She views her retirement as an inevitable part of teaching. The times spent in the classroom have been the best years of her life. She looks back with fondness for the children she taught, and is grateful for the opportunity to have been a teacher. When the time comes for my retirement, I hope I will also look back just as fondly over my career.

The decision by any teacher to leave the profession cannot be an easy one. Words are not enough to express the gratitude and thanks for the years of nurturing, educating and inspiring our children. Author Robertson Davies wrote, "Thank you is excellent, but formal and English in effect. Thanks a million is excellent, but it has an American extravagance that is unbecoming in Canadian mouths. What would you think of thanks a hundred thousand? It seems to strike the right … note." So for what it is worth, thanks a hundred thousand and happy retirement to all the teachers who are leaving the profession this year.

As the rest of our teachers prepare for summer vacation, may thoughts be of rest, relaxation and sunshine. See you in September!

THE bulletin

Lesley-Ann Browne
Editor

Michelle Lamarche
Editorial Assistant

Linda Babstock, John Bishop, Elliott Green, Louise King
Design • Printing • Distribution

Linda McGilvery
Online Technician

The Bulletin is published eight times a year during the school year by the Nfld. and Labrador Teachers' Assn., 3 Kenmount Road, St. John's, Newfoundland, Canada, A1B 1W1.
Tel: 709-726-3223; 1-800-563-3599
Fax: 709-726-4302; 1-877-711-6582
e-mail: labrowne@nlta.nf.ca
Internet Address: http://www.nlta.nf.ca

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Subscription Rate: $16 per year.
For subscriptions and address changes contact: Louise King,
Tel: 709-726-3223, Ext. 253 or
1-800-563-3599, Ext. 253.

Deadlines for material are:
Sept/Oct Issue: September 1
November Issue: October 1

ISSN-1189-9662

Member of the Canadian Educational Press Association, Canadian Public Relations Society, International Association of Business Communicators, and the Canadian Association of Communicators in Education.

Printed on Recycled Paper

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YOUTH NEWS NETWORK IN THE CLASSROOM

I AM WRITING IN RESPONSE TO A letter to the editor contained in the May issue of *The Bulletin*. The letter is written by my colleague Edward Mullins regarding YNN in the classroom.

Recently, the Communications Committee of NLTA, of which I am the Chairperson, spent considerable time studying the issue of the corporate community in our schools. We focused on the following points as were raised by Mr. Mullins: i) Why would such enterprises be so attractive?; ii) What are the merits of such corporate involvement?

To which I would like to add a third dimension: iii) How far do we allow such enterprises into our classrooms? What is the very nature of their involvement?

We can probably agree that our education system is underfunded. As teachers we have always sought out resources to supplement the materials and curriculum with which we are initially presented. We must also agree that such offers from the corporate community, specifically YNN, become more attractive as the public belt is tightened.

The issue here is the corporate agenda in our schools, and more specifically, what that agenda means in our classrooms. The support and even promotion of the corporate presence in the almost-public hallways, gymnasiums, and cafeterias of our schools is a necessary reflection of our society. We live in a world of logos, sound bites, and catch phrases. The very apparel of the students in my classroom can attest to that. But where I become uneasy is when the trust my students hold in me to be up-front and vigilant for them is used to promote products or lifestyles. I believe when students are mandated to view a corporate promotion I am technically viewed as a salesperson, a cog in the wheel of public relations.

Mr. Mullins agrees that we must guard against unacceptable and inappropriate advertising. My contention is that our obligation extends to how the advertising is used. We must promote wise consumers and dialogue on the role of advertising in our society. I do that in my Ethical Choices 1104 course. But while the assertion is made that schools using YNN have the right not to show any commercials or broadcasts they deem unacceptable, how far would a contractual agreement allow them to extend that right before they would be accused of breaking that agreement? While we must reserve judgment on the current Newfoundland experiment (YNN has agreed to pull all advertising for now), this is a debate which must legitimately continue.

In addition, I believe Mr. Mullins' reference to the issue of private vs. publicly prepared news is one worthy of debate, as is the issue of having students grasp current events through the media. As a Global Issues and World History teacher I couldn't agree more. At the same time, however, I believe we have a public education system specifically designed and mandated in the development of ways to reach our students. Sadly, I must agree that we can't always receive such guidance and we must rely on our own ingenuity. But I must question to what degree?

In conclusion, let me reiterate that I do not object to sponsorship and partnerships. That's good community involvement – plain old-fashioned good citizenship. I'll let Corporate Canada intrude into my classroom in the same manner in which society does – it is unavoidable and indeed, to a degree, inevitable.

We must be careful, however, when that corporate involvement crosses the threshold of our classrooms and starts to dictate our curriculum and instructional methodology through a corporate contract, rather than sound pedagogical choices. When it comes to how and what our students are taught, we must be the gatekeepers of education. We are the professionals. We must stake our claim to public education's autonomy (through us as teachers) to the curriculum, resources and methods used with our students.

With this I know we can all agree.

Fred Wood
Chair, NLTA Communications Committee
Provincial Executive

PROVINCIAL / NATIONAL / INTERNATIONAL

NEWS

President Fred Andrews on a snow machine at Charlottetown Harbour.

COASTAL LABRADOR

NLTA President visits schools in Labrador

In April, NLTA President Fred Andrews was extended an invitation to see and experience teaching and its challenges as they exist on the Northern Labrador coast. "I had the opportunity to experience the necessity of the snow machine, especially as a tool of self-preservation and stress release," says Mr. Andrews. "I saw, I felt, I experienced the dedication, enthusiasm and perseverance of our teachers whose salaries, living conditions and job benefits pale in comparison to other professionals."

Although Mr. Andrews had but a mere taste of travel in the North, he says it was exquisite to travel the ground trails and view the spectacular scenery. A two-day weather delay provided great insight to similar impacts the harsh climate can have for teachers in this area. Travel costs for vacation, medical, business/Association, or personal reasons can be very high.

l-r: Dave Gatehouse, Dana Murphy and Joyce Turnbull on their way to Norman Bay.

"To teach in the North requires a special type of teacher, and it will become more and more difficult to attract and retain these teachers," says Mr. Andrews. "I suspect that without substantial improvements to benefits and working conditions, Coastal Labrador, as well as the other remote, isolated school communities of the island will soon experience severe teacher shortages."

Mr. Andrews wishes to thank David Gatehouse and Brian Strickland, NLTA Branch Presidents for Coastal Labrador, for planning and hosting his very memorable visit. "I would also like to thank all the teachers and business people in Coastal Labrador who contributed in many ways to my very positive experiences," he says. "A special mention to Joyce Turnbull of Charlottetown who took the time from her busy teaching schedule to guide myself and Dana Murphy, the NLTA sponsored intern located in Cartwright, by snow machine to the nearby communities of Pinsent Arm and Norman Bay."

RIGOLET

Students learn traditional art of soapstone carving

Northern Lights Academy in Rigolet, Labrador hosted a school/community soapstone carving project recently thanks to a $6,000 grant from Arts Smart and the Inuit Pathways Funding Program. Well-known artist, John Terriak, from Nain led the sessions in three parts, each a week long. Students were instructed during the day and adults attended sessions in the evening. The project is designed as part of an ongoing effort to promote the traditional art of soapstone carving in Rigolet. Holly Flowers, a Grade 7 student at Northern Lights Academy says, "When I was carving with John Terriak I learned one important thing: carving takes time. My carving took from 1:10 p.m. to 3:10 p.m. Monday to Friday. The first thing I had to do was to choose something to carve. I chose the partridge. The second thing was to choose a stone. There are soft stones and hard stones. I chose a softer stone to work with. Next I had to saw the basic shape of a partridge. Mr. Terriak used a marker to mark the shape for me. Then I had to file and chisel parts off of my carving. It took about three afternoons for me to get that done. When I got all that done I had to sand it with sandpaper. It took all afternoon to sand, then he shoe-polished it with black shoe polish. I found my week of carving interesting and fun. It was worth five afternoons. I think maybe you should give it a try!"

WHITBOURNE

Career Fair a great success

This past March, the Newfoundland and Labrador Youth Center in Whitbourne hosted a Career Fair. Post secondary schools from around the province were invited to the Center to set up information booths for the students. The day-long fair enabled students to visit the booths and collect information on various career options.

Central Dairies Chef, Steve Watson, provides cooking demonstrations during the Career Fair at the Newfoundland and Labrador Youth Center.

Central Dairies sent a chef to prepare a dish for the participants and Gander Flight School made their flight simulator available. Most participating schools also provided prizes such as t-shirts, sweatshirts and ball hats. Students commented that the fair was "educational and very enlightening", "the food was great," and "we should do this more often".

CHARLOTTETOWN, LABRADOR

Preserving a traditional way of life

From December 1 to March 24, a Labrador Metis Traditional Life Skills Project was taught to Grade 7 to 9 students at William Gillett Academy in Charlottetown, Labrador as part of their Social Studies program. Instructors, chosen from the town, offered seven Project modules: *History of the Metis People*; *Komitak Making*; *Snowshoe Making*; *Survival Skills*; *Hunting/Trapping/Fishing*; *Knitting/Sewing*; and *Preparing Traditional Meals*. One of the main reasons for offering the Project was to assist the Labrador Metis Nation and Metis Elders in their quest to preserve the traditional way of life and to keep their lifestyle safe for a new generation of Metis people. "This Project also hopes to help Metis youth take responsible action, give them a positive and significant stake in their communities, and build self-esteem," says Joyce Turnbull, a teacher at William Gillett Academy.

Project Coordinator, Shirley Slade, says the Project has progressed tremendously and has been of great value to the preservation of the Metis traditional way of life. "There has been a wonderful interaction between the instructors, elders of the community and the youth in the school," she says. "The Project has helped students realize that they ought to be proud of their Metis heritage." Student Tammy Campbell says, "We learned a lot about how the Metis hunted, trapped and cooked. We learned how they adapted to their environment and all of the other changes in their lives. I am very proud to be a Metis."

Ms. Turnbull says not all of the students are Metis, but they enjoy the Project and appreciate their fellow Metis students. Student Michael Layden says, "Although I am not a Metis, I find it very interesting to learn some things about hunting and trapping and how the older people lived from day to day."

The Project instructors say they enjoyed working with the young people and have developed a real satisfaction in knowing that older and younger can work together. Instructor Paul Kippenhuck says, "I enjoy working with these young people. I am 69 years old and I feel that I receive a lot of respect from them. I think it is good when older and younger can work together in a community."

Principal George Jefferies says the skills that these young people have acquired will benefit both them and the community while at the same time keep the traditional Metis skills alive. "The youth of the community have a closer link now to their Metis ancestry. Through traditional cooking, survival skills, and hunting/trapping, these students have learned valuable lessons. I would hope that this program would be implemented in all schools involving Labrador Metis people. It has been very positive here at William Gillett Academy."

At the conclusion of the project, parents were invited to the school to view the closing exercises. A meal of traditional foods was served by the students who participated in the module of Preparing Traditional Meals. Displays and photos of the various modules were also set up for everyone to view.

"Overall, the Project has been a great success!" says Ms. Turnbull. "Hopefully it will be offered again since the students are already planning on doing the Modules they didn't get to do this year."

HAPPY VALLEY-GOOSE BAY

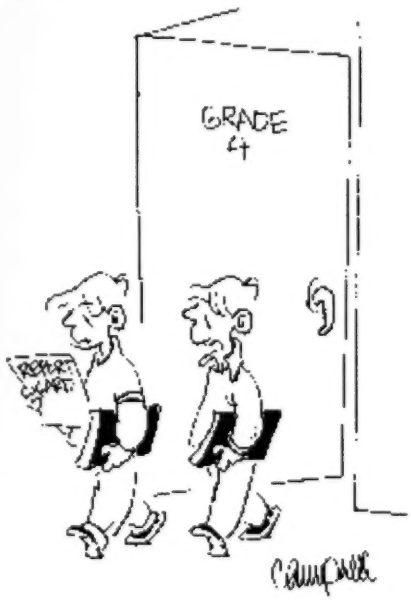
Students acquire enterprising skills

Grade 4 students from Peacock Elementary School in Happy Valley-Goose Bay participated in a career awareness/enterprise education project in February titled "Leap Into the Future". This career-focused event was sponsored by the Peacock Elementary Special Events Committee as part of the school's Self and Society focus year.

The five Grade 4 classes surveyed the school for career interests, prepared and delivered telephone invitations and follow-up calls, acted as greeters and go-fors and ensured that all visitors were thanked. Classes rotated from room to room in each hallway and heard presentations on a variety of careers.

Margaret Saunders and Sue Howell, classroom teachers and members of the Special Events Committee, say the Grade 4 students participated and learned skills from the "enterprise" aspect of the event. "All students and staff learned/were exposed to a variety of career opportunities and the community at large became our school."

To view clips of this event, check out the school's web site at www.k12.nf.ca/peacock/99-2000.htm.



"I'd give that teacher a piece of my mind if I could afford it."

MOUNT PEARL

Students benefit from Future Frontiers program

This past February, Morris Academy in Mount Pearl was awarded a new personal computer through the Future Frontiers Program offered by Ontario based Ingram Micro, a wholesale provider of technology products and services.

Students from Brenda Woodman's Grade 2 class at Morris Academy proudly sit in front of their new Compaq Presario PC.

Brenda Woodman says she and her Grade 2 students are excited to have received a Compaq Presario PC 5827 and an MV520 monitor along with an assortment of software from Ingram Micro on behalf of the Future Frontiers program. Last year, teacher Jennifer Vincent of Morris Academy received a Pentium PC from the Future Frontiers program.

Both Brenda and Jennifer had to complete a detailed application telling how they would integrate technology into their class curriculum. Ms. Woodman and Ms. Vincent are currently the only teachers in the province to have been successful with their applications.

POUCH COVE

Students cook up some fun on Pancake Day

On March 7, students and teachers of St. Agnes School in Pouch Cove presented various activities during a school wide assembly to celebrate Pancake Day. "Our school has provided a Pancake unit that may benefit other schools as they celebrate Pancake Day," says Heather Ringer, Special Education teacher at St. Agnes School.

Kindergarten students cooked up a little pancake fun with a song entitled "We Are Little Pancakes" adapted to the tune of "I'm a Little Teapot". Grade 1 students

also cooked up a little pancake fun of their own with a song adapted to the tune of "Oh My Darling Clementine", while Grade 2 students sang "Pancakes for Supper" to the tune of "Peanut, Peanut Butter" .

"The History of Pancakes" was presented by the Grade 3 students as follows: "Today is Pancake Day or Shrove Tuesday. Pancake Day is always the day before Ash Wednesday, which is the beginning of Lent. During Lent many people fast as Jesus did. What has made Pancake Day so special is the treat items placed in the batter. These items include string, wedding rings or money. So good luck this evening when you share Pancake Day with your family."

The Grade 4 teacher selected one student from her class to read the book, "If You Give a Pig a Pancake" by Laura Numeroff, and the Grade 5 class performed a song about pancakes to the tune of "Mombo #5". One singer was dressed as "Lou the Baker" while a group of girls danced to the music in the background. Lyrics for the song include: "A little bit of syrup on my side, a little bit of molasses open wide, a little bit of butter's what I need, a little bit of berries is what I see. A tiny bit of chocolate chips one by one, a little bit of me and yum, yum, yum!!"

ST. BRENDAN'S

Building bridges

Joan Croke's Grade 3 students from St. Gabriel's All-Grade School in St. Brendans, Bonavista Bay, recently learned first hand about the nature of building materials when they constructed a series of bridges for their Science unit "Materials and Structures".

Grade 3 students from St. Gabriel's All-Grade School proudly display some of the bridges they constructed for their Science Unit. (l-r): Jennifer Ryan, Jenelle O'Rielly, Brittney Aylward, Hilary Walsh, Peter O'Rielly.

"The students learned about the nature of materials, not just by observing them, but more importantly, by using them – sometimes in their original forms and sometimes as things the students themselves constructed," says Ms. Croke. As they completed their projects, the students learned about various characteristics of building materials, ways to be manipulative and how to be creative. "They also had fun as they learned," added Ms. Croke.

ST. JOHN'S

Celebrating Canada Book Day

Students and teachers at St. Augustine's Elementary School in St. John's celebrated Canada Book Day on April 27 by inviting local authors, provincial and local politicians, business people, and television and radio personalities to read to students. Among the invited guests was author Kevin Major, actor and politician Greg Malone, performer Terry Reilly, and federal MP Oliver Langdon. Also included in the array of readers were retired teachers, representatives from the Avalon East School Board, the Newfoundland and Labrador Teachers' Association, and on-air personalities from NTV and OZ-FM.

Lynn Burry of NTV receives a certificate of appreciation for reading to Ms. Hewitt's Grade 1 class during Canada Book Day.

Each of the guests were asked to read to one class and in preparation were provided with a copy of the book before they came to class. They were asked to preview the book and suggestions were offered on how to capture the student audience. The books were signed by the guests and will become a part of the literature collection to be shared by all students at the school.

Provincial NDP Leader, Mr. Jack Harris, reads to Ms. Shannahan's Grade 3 class.

"In recognition of Canada Book Day, and in working towards our goal of Literacy Development at St. Augustine's, we planned a 'Read In'," said Maureen Roberge, one of the organizers of the event. "It was a great success and the students enjoyed meeting the guest readers."

In 1995 UNESCO declared World Book Day to promote books and celebrate reading. Canada Book Day offers opportunities for educators, libraries, students, as well as all Canadians to reflect on the importance of books – past, present, and future.

NLTA staff member elected to National Board

Edward Hancock

Edward Hancock, NLTA's Assistant Executive Director, was recently elected to the Board of Directors of the Canadian Association for the Practical Study of Law in Education (CAPSLE). The election took place during the national conference of CAPSLE held in Charlottetown, Prince Edward Island, April 29 to May 2.

CAPSLE is a national Canadian organization devoted to providing an open forum for the examination of legal issues applied to the education environment. Its membership is comprised of teachers' association representatives, lawyers and legal firms whose practice involves educational matters, school board trustees and officials, teachers and administrators throughout the country.

Ed is one of four new Directors elected for a two-year term of office on the 12-member Board.

The list of wide-ranging legal/educational issues dealt with at the recent conference in Charlottetown included such topics as student discipline, teacher evaluation, Charter issues affecting education, school violence, parental harassment, off-duty conduct of teachers, safe schools policies and Young Offender legislation.

NEWFOUNDLAND AND LABRADOR

Regional Heritage Fairs continue to grow

This past May, students from Grades 4 to 9 came together to tell their stories through multi-media displays of culture and heritage at the Regional Heritage Fairs held in St. John's, Lawn, Clarenville, Grand Falls-Windsor, Corner Brook, Labrador City and Goose Bay.

In St. John's, some 2,500 visitors, including the Lieutenant Governor, were treated to over 100 displays including everything from a replica of L'Anse aux Meadows to an interpretation of life on the "squid jigging ground".

In Grand Falls, site of the Central Newfoundland Fair, her Honour, Mrs. House, and some 2,000 visitors were entertained by a traditional Mic Maq dance performed by students from Conne River. Meanwhile, the community of Lawn played host to the third Annual Burin Regional Heritage Fair where numerous performance projects dominated the event. One of the winners was the performance of a play entitled "Maude", by students from South East Bight.

Mary Tracey-Feehan, Provincial Coordinator of the Newfoundland and Labrador Heritage Fair Programme, says organizers and visitors alike agree that the Western Newfoundland Fair is getting "bigger and better every year". This year that fair saw some 185 projects while over 2,000 participants and visitors attended the event held at Grenfell College in Corner Brook.

In Labrador East, the fair was part of a week of activities which included a Labrador Quiz and a Storytelling Evening, while in Labrador West some 130 projects included traditional dance and the history of the Acadians.

Most regions participated in a cross country exchange which was a new element of the Heritage Fair Programme this year. Sixty-four students from the province took their projects to sites across the country. At the same time, 64 students from Kingston to Kamloops were welcomed by communities around Newfoundland and Labrador.

The culmination of the seven Regional Fairs was the selection of 15 students to attend a National Heritage Camp in Ottawa, July 10 to 16.

"The Heritage Fair Programme is now in its fourth year in the province and has seen tremendous growth in that time," says Ms. Tracey-Feehan. "The quality of the projects continues to amaze organizers, adjudicators and visitors alike. Judging by the variety of stories the students have to share, there is much more to look forward to as the fairs become part of the curriculum in many schools."

2000 Canada Day Poster Challenge winners announced

Shannon Morris, a 15 year old Grade 9 student at St. Peter's School in Black Tickle, Labrador, has been chosen as the Newfoundland and Labrador finalist in the Canada Day Poster Challenge 2000. Shannon's poster colourfully and originally displays the pride he feels towards Canada. His poster shows how Canada's people have had an influence on Canada and have made what the country is today.

Allison Ezekiel, a 14 year old Grade 9 student at St. Kevin's High School in the Goulds, has been chosen as first runner up. Allison's poster shows the history, culture, achievement and characters that make Canada special. Crystal Blake, a 16 year old Grade 11 student at Ascension Collegiate in Port de Grave has been chosen as second runner up. Crystal's poster interprets the theme "Canada: A Place to Be", the hand symbolizing freedom, diversity and unity, the flowers depicting Canada's provinces and territories, the maple leaf over the horizon showing each day as a wonderful new experience and Terry Fox and the Olympics as representing our heroes and equal opportunity for all Canadians.

An initiative of the Department of Canadian Heritage, the Canada Day Poster Challenge 2000 was open to young people 18 years of age and under. More than 640 students in Newfoundland and Labrador participated in the Challenge. The theme of the Challenge was "Canada: The Place to Be!" Nationally, 19,000 posters were submitted to the Challenge.

Shannon, along with the other finalists and their guardian, will be guests of Minister of Canadian Heritage Sheila Copps in Ottawa on July 1. They will join the Governor General, the Prime Minister and the thousands of Canadians who gather on Parliament Hill to take part in the Canada Day festivities.

SchoolNet Stellar Support Parents program celebration

On May 12, 2000, SchoolNet STELLAR Support Parents (SSSP) celebrated the success of its first year of implementation in Newfoundland and Labrador.

Eva Whitmore, Executive Director of the Newfoundland and Labrador Federation of School Councils, says "We are pleased with the positive response to this program. SSSP, which provides parents with the opportunity to gain computer and Internet skills, has been introduced in Newfoundland and Labrador through the initiative of the Federation of School Councils. The Federation feels the training of parents in computer skills is of benefit to students in more than one way – parents are then able to assist schools with curriculum-related activities, and are also better able to help their children at home."

Industry Canada's SchoolNet STELLAR Support Parents Program is part of the Connecting Canadians initiative, which aims to make Canada the most connected country in the world. This Program is a dynamic way for parents to get involved in their children's education, their school and their community. This low-cost training initiative provides the unique opportunity for parent volunteers to acquire the basic Internet skills so that they, in turn, may assist teachers and students with classroom curriculum development and help them develop and improve skills in information technology.

Certificates of appreciation were presented to partners in the program, including STEM~Net, NLTA, Avalon West School District, Industry Canada and the Technology Education Centre in Corner Brook. An onsite computer training workshop for parents and community members from Mt. Carmel was held immediately following the event.

For information on the SSSP Program in Newfoundland and Labrador, call 1-877-739-4845 or visit the web site at www.stellar.nf.ca/sssp/.

TORONTO

Teachers attend Advanced Placement Canada Conference

In March, three teachers from the Vista School District (Michael Barbour, Discovery Collegiate; Steve Brooks, Principal, Discovery Collegiate; and Allan Fudge, Assistant Director, Curriculum, Vista School District office) attended the Advanced Placement Canada Conference at the Royal York in Toronto, Ontario. Each of the participants attended a morning and afternoon session on advanced placement programmes.

The welcome session, moderated by George Ewonus, the Advanced Placement Canada Co-ordinator, and Karel Swift, the Registrar of the University of Toronto, dealt mainly with the benefits of Advanced Placement to the students who take AP courses.

A session on AP and the Web dealt with a series of links from George Ewonus' bookmark file. The purpose of the session was to provide examples of how the web could be used as a source of resources. Other AP sessions included Biology, Economics, European History, Human Geography and Physics.

The Advanced Placement Art History, Chemistry, Computer Science, English Literature and Composition, French, Music Theory, Studio Art, and Psychology were not curriculum sessions at this conference, although they are taught in secondary schools around the province.

"The curriculum sessions we attended were selected because of their relation to two distance education projects in the Vista School District," says Michael Barbour, participant at the conference.

The two projects in the Vista School District are the Vista District Digital Intranet (VDI) and the CAPE Bonavista Initiative. The Vista District Digital Intranet (www.k12.nf.ca/vista/specialprojects/ddintranet.html) is a distance education project initiated by the Centre for Tele-learning and Rural Education and the Vista School District. The CAPE Bonavista Initiative (www.ncf.ca/cape/) is another distance education project. This project, initiated by a group of teachers and administrators at Discovery Collegiate, is endeavouring to offer the entire AP Social Studies curriculum in a web-based environment over the next three years.

It is hoped that these distance education approaches will be used as examples for other schools and school districts to bridge the gap between the diversity of course selection in urban and rural areas. A more detailed report of the Advanced Placement Canada Conference, including a list of web sites discussed in the "AP and the Web" sessions, is available on the CAPE Bonavista Initiative's web site.

ONTARIO

Ontario teaching conditions advisory

The following information has been made available by the Ontario Secondary School Teachers' Federation (OSSTF) for teachers who may be thinking of applying for a teaching position in Ontario or of making an exchange with an Ontario teacher. The Ontario Government has introduced legislation, which it expects to pass by June 1, 2000. Among the provisions are the following:

1. Voluntary Activities (e.g., sports, clubs, trips during holiday periods): These are no longer voluntary. Principals can assign them to teachers at any time of the day, on any day of the week, in any place. In assigning, the principal can override provisions of the Collective Agreement. There can be no Collective Bargaining about these duties, which will be unpaid.

2. Instructional Time: Currently, Ontario Collective Agreements provide for a secondary school teacher to teach six periods in an eight-period timetable. The legislation increases this by more than 11% to 6.67 periods without any increase in salary.

3. Powers of the Minister: School Boards must submit plans to the Minister of how they are implementing these matters of instructional time and non-voluntary activities. The Minister may order changes, fine Board members and fire employees who do not comply with her order. Board members may be banned from office for five years. The Minister may remove the Board and exercise its powers herself. The jurisdiction of the Minister in these matters is not open to question or review in any proceeding or by any count.

4.) Collective Bargaining: a) Statutory rights to bargain workload have been eliminated; b) Certain current agreements between School Boards and teachers have been declared null and void; c) Principals have been given the authority to ignore Collective Agreements to implement workload and non-voluntary activity plans; d) Some of the protections which apply to workers under the Ontario Labour Relations Act are removed from teachers; and e) In addition to the definition of strike for all workers in the Ontario Labour Relations Act, any action by a teacher or teachers in a school to refuse to undertake these non-voluntary duties is now added as a strike.

In these circumstances, the OSSTF believes it is important to advise teachers that, under the present Government's legislation, Ontario is not a jurisdiction where prospective teachers should seek jobs.

CANADA

Internet research survey results

Canadian parents say they would like to see a collaborative approach to managing the Internet, according to the results of a groundbreaking national survey on Internet use in Canadian families.

The Media Awareness Network survey, *Canada's Children in a Wired World: The Parents' View*, polled 1,080 Canadian families to determine parents' views and opinions about the Internet. Over 70 percent of parents with children between six and 16 who have a computer indicate they have Internet access at home, and 86 percent of these say their children use the Internet.

The survey reveals that, overall, Canadian parents are optimistic about the Internet, believing the benefits of this new medium outweigh the risks associated with it.

"Canadian parents want their children to reap the benefits of the Internet, and are ready to invest in learning how to help their children be safe and informed Internet users," says Joyce Eynon, President of the Canadian Home and School Federation. However, the Federation sees other stakeholders, including schools, playing an important role. Brian McKinnon, President-elect of the Canadian Association of Principals (CAP), agrees. "CAP acknowledges that Internet education is a shared responsibility between our schools and the parents of our students," says McKinnon.

The Canadian Teachers' Federation (CTF) also underscores the importance of education. "If Canadian schools are going to be connected to the Internet," says Marilies Rettig, CTF President, "we need to help students develop the critical thinking skills to deal with online content."

Associations such as CAP, CTF and the Canadian Library Association (CLA) have already partnered with the Media Awareness Network to raise awareness of Internet issues so that parents, educators and librarians can help young Canadians become wise and responsible Internet users.

Parents indicate that their primary concern with their children's Internet use is inappropriate online content. When asked what they felt were effective solutions to addressing such content, parents identified measures to be taken at home, in the classroom, and by the Internet industry. Overall, parents cite "educating children" (94%) and "educating parents" (91%) as the most effective strategies for ensuring wise use of the Internet.

The key findings of the survey are available on the Media Awareness Network's web site at www.media-awareness.ca/eng/webaware/netsurvey2000.

The Media Awareness Network (MNet) is Canada's leading national media education organization and an

international leader in Web literacy initiatives. Last year, MNet launched *Web Awareness: Knowing the Issues*, a program designed to raise awareness of the issues facing children and young people as they go online. The program is now being rolled out across the country. For more information, visit the Web Awareness web site at www.webawareness.org.

Pilot program aims to continue tradition of Roy C. Hill Awards

Recipients of both the Roy C. Hill and the Prime Minister's Awards for Teaching Excellence will continue to share their award-winning ideas and innovative teaching methods with other educators across Canada thanks to a pilot program launched by the Canadian Teachers' Federation (CTF) in partnership with the Prime Minister's Awards for Teaching Excellence.

"We're very pleased to launch this pilot program entitled *Sharing Teaching Excellence*," says Marilies Rettig, CTF president. "We hope to continue the 30-year tradition of the Roy C. Hill Awards and what it has achieved for Canadian teachers, students and education."

Sharing Teaching Excellence is open to school boards, schools and other educational organizations across Canada who are eligible to apply for up to $1,000 per event to cover the travel and accommodation expenses of resource persons invited to make presentations regarding their award-winning practices or projects.

For information, contact: Helen Rouatt, Canadian Teachers' Federation, Tel: 613-232-1505; E-mail: hroua@ctf-fce.ca; web site: www.ctf-fce.ca.

Great news about Our Millennium

A permanent home has been found for the "Our Millennium" national gift registry at the National Archives of Canada. The Archives, located in Ottawa, are thrilled to accept the Our Millennium website and supporting materials as their first ever electronic acquisition and the first national acquisition of the 21st Century.

So register your group's millennium project with Our Millennium today so that it will be permanently retained. Future generations will be able to see how their ancestors marked the passing of the Millennium! Our Millennium continues to December 31, 2000.

Your project does not have to be complete to register. If it's an event that's already happened, you can still register. Visit www.ourmillennium.ca to register your project, or fill out the form at the back of the catalogue and mail it to: Our Millennium: 201-49 Front Street E., Toronto, ON, M5E 1B3, or by fax to: (416) 367-4660.

JULIA SWYER, 1935-2000

It is with great sadness that the family of the late Julia Swyer announce her passing on April 16, 2000 at the age of 64. Julia was born and raised in Kingston, Ontario. She began working with the Federal Government in Ottawa when she met and later married Walter Swyer of St. George's where they moved in 1968.

While dedicating herself as a full time mother to six children, Julia completed a Bachelor of Arts Degree from Queen's University and an Education Degree from Memorial University of Newfoundland. Her teaching career began in 1974 and included teaching at both the Integrated School and St. Joseph's High School in St. George's. She later transferred to Assumption High School in Stephenville Crossing where she retired in 1996.

Julia Swyer

Julia had a special talent for working with youth and devoted herself to them both inside and outside the classroom. One of her favourite activities was leading the school drama club. She saw great potential in every student and encouraged them to achieve this potential whether through words of encouragement or a letter of recommendation for various awards. In 1978 she was a founding member of the St. George's Youth Organization. This organization met with tremendous success and expanded to include the surrounding communities. In the 1980s she introduced the prestigious Duke of Edinburgh's Awards Program into the Youth Organization. In the Fall of 1993 until her untimely death, she represented Western Newfoundland on the Provincial Council for the Duke of Edinburgh Program.

Ms. Rosemary Finn, friend, youth leader and retired educator recalls "Julia was always available for young people, always ready to go that extra mile with a suggestion, a challenge or support. She engendered a respect and devotion to youth that is rarely seen. She has given unstintingly of her personal time to help young people achieve goals that might not have been attainable without her help and guidance." Mr. George Miles, another colleague and good friend, remarks "The word teacher should be spelled JULIA SWYER. She made all children the focus of her life and her existence. With her passing, Julia takes a very important part of us with her but leaves all of us her example of lifelong dedication to students, family and friends."

In addition to the extensive time spent with the local youth, she also served on many other volunteer boards including the Newfoundland Milk Marketing Board, the local School Board, and the local, divisional and Provincial Information and Library Resources Boards.

She will be sadly missed by all of us, especially her husband, six children and four grandchildren, but she will be forever loved and always in our hearts.

(Submitted by her children)

THE MORE THEY STAY THE SAME

THE MORE THINGS CHANGE

by FRED ANDREWS

It is often said that the older one gets and the busier one becomes, life seems to go by faster and faster. Thus, if this being the case the 1999-2000 school year went by faster than the speed of sound. What a busy year! But we can't wait for the last day to come – a respite, a reprieve.

All teachers in the province experienced increased workloads and increased demands on their time. The downloading of duties from the school boards to the administrators, to the teachers and support staff, the pressure to implement *Pathways*, school committees which ranged from school improvement, school councils to subject area, grade levels and discipline committees and the host of other duties that teachers are mandated to do or willingly volunteer to do, have all impacted on a teacher's ability, energy and desire to do the best job possible. Just as the fears, angers and frustrations brought about by consolidation, school closures, school redesignations and teacher transfers began to subside, along came the Ministerial Panel Report and its recommendations.

In the Panel report, we begin to see what could be negative impacts on our jobs as the recommendations of the Ministerial Panel are interpreted and implemented. Some recommendations must be dealt with through collective bargaining and others, such as the new method (ratio) to allocate teachers, are being worked on immediately.

And then the last, but not the least, workload and demand – the pressure of putting all things together so that students and staffs, parents and community have experienced another highly successful year.

There is no doubt that somewhere in late July to early August the mental and physical energy and wellness will return, just in time to launch another September, another pedagogical cycle.

The more things change … the greater the workload for teachers … the more our highly trained and professional staff work on our behalf. Our staff at the NLTA are an integral part of our teacher lives as they support and promote long term wellness and help us successfully remedy short term difficulties and problems.

In conclusion, I thank each and every one of you for the opportunity to serve and represent you during 1999-2000. What an experience! What pride I have taken as I saw first hand the delivery of education in this province by professional teachers that can be matched by few and surpassed by none.

May you all have a restful and healthy summer. For those of you who have retired, I wish you all the best in your new endeavours.

THE YEAR AHEAD

by WAYNE NOSEWORTHY

As I prepare this article, our 1999-2000 school year is rapidly coming to a close. For the NLTA, this has been an extremely active year, particularly with events surrounding the Ministerial Panel on Education, the preparations for collective bargaining, and undertakings related directly to the four major priority areas of your Association. Overall, I believe we have had a very successful year. The Ministerial Panel, in its conclusions, identified with many of the proposals that your Association placed before it. The challenge ahead for the NLTA is to see that those positive recommendations are implemented by the provincial government and to strive for improvements with government respecting the conclusions reached by the Ministerial Panel that either did not meet our objectives or went in somewhat different directions. The NLTA is represented on the implementation committee with our other partners in education and will be actively involved in that context for the balance of 2000 and throughout the next school year.

It is my expectation that the 2000-2001 NLTA year will be dominated by issues surrounding collective bargaining. I anticipate that we will be at the table in the Fall, striving to realize a new contract to take effect at the expiry of the current collective agreement in September 2001.

I congratulate you for your contributions to the education of our students during the past year; I thank you for your continued involvement and support of the Newfoundland and Labrador Teachers' Association, and I look forward with much enthusiasm to working with your dedicated team at 3 Kenmount Road in realizing the Association's objectives in the coming year.

Have a great summer. I will see you in the Fall.

ALERT TO TEACHERS

Re: Upgrading and Certification

At this time of the year many people are planning to spend their summer recess attending educational programs for the purpose of upgrading their teaching certification level. These individuals should be aware that everyone's program of study must be reviewed by the Registrar of Teacher Certification and approved before one can move to the next level of teaching certificate. To avoid any problems or disappointments when later applying for an upgrading of their teaching certificate, the Association advises every teacher to discuss their educational programs with the Registrar of Teacher Certification prior to beginning such study.

To discuss programs of study or to learn more about teacher certification regulations please contact:

Mr. Robert Parsons
Registrar of Teacher Certification
Department of Education
Box 8700, St. John's, NF A1B 4J6
Tel: (709) 729-3020
Fax: (709) 729-5026
E-mail: robparsons@mail.gov.nf.ca

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i.e.maclean@norcol.ac.uk
Tel: 01144 1224 283504; Fax: 01144 1224 283671/283900

Northern College of Education
committed to the development of teachers

THE INTERNATIONAL LABOUR ORGANIZATION DEBATES EDUCATION ISSUES

LEARNING FOR LIFE

by WAYNE NOSEWORTHY

"It is very gratifying to be able to represent and speak on behalf of the teachers of Canada and to offer perspectives representative of much of what is happening in the North American context."

From April 7-14, 2000, education became the main focus of the International Labour Organization (ILO) in Geneva, Switzerland. The governing body of the ILO decided to include a meeting for the education sector in the program of sectoral meetings for the 2000-2001 biennium. It did so with consideration to a number of major issues affecting education, including the following:

- Accelerating technological, social and economic changes;
- The need for universally accessible and high-quality education and training services;
- Expectations for education to assume a life-long character, with more flexible financing and structures, up-to-date content and appropriate teaching approaches; and
- The desirability of a stronger relationship between general education provided in schools, and institutional or enterprise-based training for employment and skills improvements.

Wayne Noseworthy and Paola Borges of Portugal.

Participation

Fifty-four voting delegates were invited to this sectoral meeting. Twenty-seven represented a combination of governments (16) and private employer representatives (11). Twenty-seven workers representatives were drawn largely from organizations of teachers and other educational personnel, upon invitation by the ILO based on nominations from the workers groups. Education International (EI), of which the Canadian Teachers' Federation is a constituent member, nominated various representatives from different world countries to be part of the delegation.

It was my distinct honor as Executive Director of the NLTA to be invited by CTF to represent the Canadian teachers in Geneva. The week-long meetings were a real eye-opener for a variety of reasons, but principally to the extent that they revealed the commonality of challenges and problems facing education in all countries of the world.

Purpose of Meeting

Delegates at the meeting exchanged views on policies and practices which concern life-long learning, debated and adopted a resolution with respect to same, adopted conclusions that include proposals for action by governments, employers, and workers organizations and by the ILO itself, and adopted a final report of the week-long discussions. The International Labour Organization is now in the process of publishing a "Note on the Proceedings" which will be a complete record of the entire deliberations.

Given the number of issues that were explored and the depth of debate and consideration given to the various issues, it is my intention to prepare a short series of articles for *The Bulletin* during the Fall of 2000 to highlight what I consider to be issues that are pertinent to education on the international scene, but particularly so in the Canadian and Newfoundland and Labrador context.

l-r: Galina Merkoulova (Russia), Nikolay Kolobashkin (Russia), and Wayne Noseworthy.

The "platform" for discussions within the meeting was a background paper titled *Lifelong learning in the twenty-first century: The changing roles of educational personnel*, prepared through the coordination of Mr. Bill Ratteree, Education Sector Specialist, Sectoral Activities Department of the ILO. This proved to be an excellent document and dealt with four major strands, namely: Life-long Learning Systems: Concepts, Policies, Organization and Employment; Educators: Roles, Responsibilities, and Professional Development; Remuneration and Work in Education; and Deciding on Change: The Participatory Frameworks.

l-r: Wayne Noseworthy, Kurt Buch Jensen (Denmark), and Paul Erik Karlsen (Norway).

Conclusions

One of the very dominant impressions that I took away from the meeting in Geneva was that the Canadian Teachers' Federation is a very identifiable and extremely well-respected organization throughout the world, particularly within countries in the developing world. I was approached by a number of representatives from different countries who urged me to convey their sincere appreciation to CTF for the outstanding work that this organization is doing around the globe. Canada, through the Canadian Teachers' Federation, is very much respected in the world community.

"Despite the many differences between us as societies and nation states, there is a remarkable degree of commonality with respect to the challenges and initiatives associated with education world-wide."

It was very gratifying to be able to represent and speak on behalf of the teachers of Canada and to offer perspectives representative of what is happening in the North American context. Despite the many differences between us as societies and nation states, there is a remarkable degree of commonality with respect to the challenges and initiatives associated with education world-wide. It is those elements that I will explore in more detail in upcoming editions of *The Bulletin*.

Wayne Noseworthy is Executive Director of the NLTA.

PRIME MINISTER'S AWARDS FOR TEACHING EXCELLENCE

1999-2000 AWARD WINNERS

Five Newfoundland and Labrador teachers are recipients of the 1999-2000 Prime Minister's Awards for Teaching Excellence. These awards are given every year to recognize the efforts of outstanding teachers in all disciplines who provide students with the tools to become good citizens, to develop and grow as individuals, and to contribute to Canada's growth, prosperity and well-being.

Renee Boyce

Renee Boyce, a Physics teacher at Bishops College in St. John's, is a Certificate of Excellence recipient. Since joining the staff at Bishops College in 1995, Level 3 physics enrolment has increased from two sections to three, with a fourth being added this year. Ms. Boyce's students have maintained the highest average physics marks in the school board and the lowest failure rates, and an increasing number of her graduating students have gone on to pursue studies in engineering and physics after high school.

Ms. Boyce provides teaching leadership throughout the school and province. She is currently vice-chair of the regional science fair committee, involved in preparing a bid for the 2004 Canada Wide Science Fair. Two of the physics projects entered by Ms. Boyce's students won medals at the Canada Wide Science Fair in 1999. She has helped develop a top-quality physics institute for teachers and has received the Outstanding Master's Thesis Award from the National Association of Research in Science Teaching for research into how students learn physics.

Ms. Boyce believes in looking beyond the classroom walls for the best method to teach a topic. Her teaching philosophy includes making physics "phun" and providing a comfortable and inviting environment to ensure the best learning. "Suit teaching approaches to content," she says. "Physics is about problem solving and hands-on activities."

Tony Duffenais

Tony Duffenais, English Department Head at St. Kevin's High School in the Goulds, is a Certificate of Achievement recipient. Mr. Duffenais has developed a successful school-wide public speaking program with 97 percent student participation. His students have been consistently winning regional, provincial and national speaking awards. Some of his other achievements include managing a popular theatre arts program that boosts confidence and skills in students and organizing and leading school trips for reward, enrichment and cross-curricular learning. He arranges peer tutoring, records texts onto audio tapes for weaker readers, and corrects homework in collaboration with students to achieve a near 100 percent attendance and homework completion, and above-board-average passing grades and pass rates.

Mr. Duffenais believes that all students should be treated as individuals to be respected, listened to, comforted, corrected and challenged and that discipline problems in class can be eliminated with energetic, equitable treatment. "Focus on developing writing and oratory skills," says Mr. Duffenais. "They help develop poise, confidence and leadership skills."

Wade Gillard

Wade Gillard, a teacher at Booth Memorial High School in St. John's, is a Certificate of Achievement recipient. He teaches communications technology, computer technology, woodworking, and home maintenance. Mr. Gillard led a team of technology instructors, encouraged cross-discipline perspective of computer technology and curriculum, and prepared an innovative information and communications technology program. This successful program enabled graduating students to enter advanced post-secondary technology courses and has been adopted by other area schools. He has provided enriched work for computer technology students in LINUX, CGI and PERL, including contact with post-secondary interns for further exposure to advanced computer technologies. His other achievements include arranging weekly video-conferencing sessions between Booth students and peers in Ireland and Japan, and leading a school-wide integration of technology into the curriculum which resulted in

Booth being named as one of 24 members of Industry Canada's Network of Innovative Schools.

Mr. Gillard believes in showing students that they have priority, and encourages mentoring, sharing knowledge and expertise whenever possible, and developing a respect for others' talents and abilities. "Treat all students fairly and equitably," he says. "They will bring this example to their own relationships."

Robert Rose

Robert Rose, Mathematics Department Head at Prince of Wales Collegiate in St. John's, is a Certificate of Achievement recipient. Mr. Rose structured the math department so that all teachers teach a range of courses and students of all abilities. The students benefit from a variety of teaching styles, personalities and years of experience and teachers benefit from the challenge of finding ways to reach different levels of ability. He is also responsible for instituting an innovative three-tiered testing system and different outcomes for various math abilities, and leads a popular Mathematics Club which includes students from the whole school. Every member attends major competitions at least once and members have won a number of awards and competitions.

Mr. Rose's teaching philosophy includes challenging and engaging students by teaching to the maximum requirements. He believes in rewarding honest effort, tenacity and application with positive feedback and encouragement, and communicating subject material in respectful, creative and cognitively challenging ways.

Brian Vardy

Brian Vardy, an English, entrepreneurship, and co-operative education teacher at Bishops College in St. John's, is a Certificate of Achievement recipient. Mr. Vardy established the Bishops College Enterprise Showcase which requires all entrepreneurship students to develop and display a venture proposal and business plan. This program also helps students develop communications skills while presenting their work to others. Mr. Vardy also guides learning with the Conference Board of Canada's Employability Skills Profile so that entrepreneurship students can develop the personal characteristics and skills needed to help them achieve meaningful goals and to make a contribution to their school and community.

Mr. Vardy believes that creating strong school experiences help students increase their learning capacity and ability to apply acquired knowledge. His teaching philosophy also includes fostering critical-thinking skills, creative problem solving and continuous learning in a stimulating learning environment. "Encourage entrepreneurial spirit and make education relevant," he says. "And provide opportunities for students to practise their skills in different environments."

All recipients receive a certificate and pin, along with a letter from the Prime Minister. Recipients' schools receive cash awards to be used for educational purposes, such as professional development or equipment, and a certificate recognizing their support and their contribution to the teachers' achievement.

Renee Boyce, along with 14 other Certificate of Excellence recipients, will travel to Ottawa for four days of tours, best practices sessions and a ceremony with the Prime Minister at which she will receive her award certificate. Cabinet ministers or members of Parliament are invited to participate in local events to honour Certificate Achievement recipients in their communities.

To view the 1999-2000 Prime Minister's Awards for Teaching Excellence recipients on line, check out the web site at www.schoolnet/ca/pma. For more information about the program and next year's competition, call 1-800-575-9200, e-mail: pmawards@ic.gc.ca, or write to: The Prime Minister's Awards for Teaching Excellence, Industry Canada, Room 713, Heritage Place, 155 Queen Street, Ottawa, ON, K1A 0H5.

Three-Week Pay Period Gap

All teachers are reminded that this year there will be a **three week gap** between the last pay period for the 1999-2000 school year and the first pay period for the 2000-01 school year. This situation arises every 5 to 6 years (the last occasion was in 1995) as per Article 22.01 of the Provincial Collective Agreement.

Teachers are paid their annual salary in 26 equal installments throughout the school year. The twenty-sixth pay period for 1999-2000 falls on August 17, 2000. The next pay period (which is the first pay period for 2000-01) would normally fall two weeks later on August 31, 2000. This would then create twenty-seven pay periods in the 1999-2000 school year. In keeping with the provisions of Article 22.01 of the Provincial Collective Agreement (21.01 in Labrador West), that August 31 pay period will be eliminated and the first pay period for 2000-01 will occur on September 07, 2000. All subsequent pay periods in the 2000-01 school year will then follow as usual at their regular two week intervals, starting with the September 07 pay period.

Any questions related to this matter should be addressed to the Benefits & Economic Services Division at the Newfoundland and Labrador Teachers' Association or the Teacher Payroll Division at the Department of Education.

MY INTERNSHIP EXPERIENCE

by DANA MURPHY

"Of all the training that I have received at Memorial, to date it has been my experiences as an intern that have been the biggest asset to my teaching skills."

I lay in my bed, which was totally unfamiliar to me, and looked around at my room, which was also totally unfamiliar to me. An array of images flashed through my mind: arriving at the airstrip; getting my first glimpse of a multi-grade classroom; singing songs and helping out in French classes, trying to grasp the concept that I was now a teacher, not a student; going to get groceries and seeing the parking lot filled with snowmobiles; all in all, an overwhelming group of experiences for one day. It was the night of January 10th, and I had just begun my internship with Henry Gordon Academy in Cartwright, Labrador. For a born-and-bred St. John's girl like me, it was going to be quite an experience and, as it turned out, a very positive one.

Of course, despite my feelings of transition, in many ways I was still a student and had a lot to learn. While I had gained much knowledge from my university courses and some tutoring experience, I had little experience when it came to putting this knowledge into practice while dealing with an entire class. Of all the training that I have received at Memorial, to date it has been my experiences as an intern that have been the biggest asset to my teaching skills. During my internship I learned how to apply the knowledge and theories to which I had been exposed at university. I also learned how difficult it can sometimes be to apply such theories in a classroom setting. I learned that sometimes the best-planned lessons fail, and I learned that when you really connect with a student or a class, when they really catch on to a particular idea or concept, you as a teacher feel this incredible sense of having accomplished something meaningful. I learned to survive bad days, to treasure good ones, and to enjoy my students, even with their unpredictability! Above all, I learned that teaching requires incredible stamina and dedication, but that it also brings great personal rewards.

Learning to teach is one of the hardest things I have ever done. As I'm sure is the case with most interns, I was always concerned about the quality of my teaching. Was my discipline adequate? Did I know my material well enough? Were my assignments challenging and my explanations clear? There were so many variables. Also, during my internship I taught French classes from Kindergarten to Grade 9 (with the exception of Grade 7), and English classes from Grade 8 to 12. Even with multi-grading, becoming familiar with the various curricula and necessary variations in teaching styles was quite a challenge. It is not easy to go from doing "Lure of the Labrador Wild" with the Grade 12 students to teaching French songs to the Grade 2 students, and then give the Grade 10 and 11 Language class notes on how to compose a bibliography, all on the same day! Yet I feel that teaching many grade levels has made me a more flexible and versatile teacher than I might have been had I been teaching only a few grades in a select age group, as might very well have been the case if I had done my internship in St. John's. My internship was a very challenging experience, but also one of the most rewarding experiences of my life.

Dana Murphy (left) and one of her cooperating teachers, Jeanne MacDonald, read "Green Eggs and Ham" to the primary students.

I did not, of course, do all of this on my own. I would have been lost without the supportive staff and the wonderful students at Henry Gordon Academy. My two cooperating teachers were friendly and made sure to give me lots of feedback, as well as encouragement when I needed it. The principal and the rest of the staff were also welcoming and always ready to answer my questions or to help me with a problem. I was given lots

of chances to involve myself in various aspects of teaching, such as attending an NLTA conference in March, a fact that I very much appreciated. The students at Henry Gordon Academy are some of the nicest young people I have ever met, and they treated me with a respect that not all students would accord a young and inexperienced teacher. I feel lucky to have completed my internship at that school.

I also feel lucky to have finally had the chance to experience a taste of life in Labrador, something I have wanted to do for a long time. I was very excited at the prospect of going there, and I was not disappointed. Going to school on a snowmobile was just the beginning of new experiences! I was amazed at the beautiful and wild scenery of the surrounding area. I was always going out for walks, just looking at the beauty around me. I loved stepping off the back porch on a pair of cross-country skis and just heading out, going sliding, or riding on the back of someone's snowmobile. I even went ice fishing, although I had to stop after I caught my first one because I felt so sorry for the fish! Also, on my last night in Cartwright, I finally got to see the quiet splendour of the Northern Lights, and the sight was so much more powerful than I had ever imagined. Living in a relatively small community was also an unusual and pleasant experience for me. Overall, the memory of my time in Cartwright is something I will cherish.

Lest I give the impression that I am seeing everything through rose-coloured glasses, I will say that things were not perfect. I had days where I cried and wondered if I had any of the many qualities needed to be a good teacher. Living in a fairly isolated community I missed many of the things I had taken for granted in St. John's: movie theaters, guest lecturers at the university, shopping malls, and various fast-food establishments (especially my favourite pizza!). Also, during those first few weeks when I was trying to get used to being a 'teacher', it would have been comforting to be surrounded by the family and friends from home who know me as 'Dana' rather than the friendly, but-still-unfamiliar people of Cartwright, to whom I was mostly 'Ms. Murphy' or 'the young intern from Memorial University'. All in all, though, my experience with this internship was an extremely positive one. I am very grateful to the NLTA, whose financial assistance made this experience possible for me, and in particular to all the people in Cartwright who were so kind to me. I would definitely recommend this type of experience to others and I hope the NLTA will be able to sponsor other interns in the future.

Dana Murphy is currently completing a B.Ed. at Memorial University of Newfoundland. She expects to graduate in October 2000. In September she will be teaching English conversation classes in France.

NLTA Committees for 2000-01

President Fred Andrews, in consultation with members of the Provincial Executive, has determined that the current Standing Committee structure for 1999-2000 will remain in effect for the 2000-2001 school year. This decision was made to provide committe members an opportunity to complete projects which began during this past school year. In the event, however, that a vacancy should occur on a committee, and you are interested in becoming a committe member, please fill out the form below and mail it to the NLTA office.

COMMITTEES, 2000-01	CHAIRPERSON	LOCATION
Curriculum	Ken Kavanagh	St. John's/Bell Island
Equity Issues in Education	Bill Wheaton	Coastal Labrador South
Membership Benefits and Services	Kevin Foley	Happy Valley-Goose Bay
Communications/Political Action	Fred Wood	CBS
Professional Issues in Teaching	Elizabeth Murphy	Burin Peninsula

PLEASE NOTE:

1) The *Finance and Property Committee*, chaired by Wayne Lee, is set up under By-Law XVII of the Association which requires that the members of this committee be taken from the Provincial Executive Council.

2) The *Group Insurance Committee* is chaired by Sean Noah and operates out of St. John's. There are currently two vacancies on this committee which will be filled in June 2000. A request for members to serve on this committee was included in the May 2000 issue of *The Bulletin*.

If you require additional information on the duties of committees, please contact Geralyn Costello, Assistant to the President, at 709-726-3223, Ext. 222 or e-mail gcostello@nlta.nf.ca

2000-01 NLTA Committee Volunteer Application

I wish to serve on the following committee: _____

Name

Home Address

Postal Code

Home Phone

School Name

School Address

Postal Code

School Phone

E-mail

Branch

Present Position

Grade(s) Taught

Added Responsibility

Years of Experience

Areas of Expertise

Return to: Geralyn Costello, Assistant to the President
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NF, A1B 1W1
Fax: 709-726-4302; 1-877-711-6582 (*toll-free*);
E-mail: gcostello@nlta.nf.ca

THE YOUTH MANIFESTO FOR THE TWENTY-FIRST CENTURY

FORUM 2000

by KEITH SAMUELSON

"Young people firmly believe that our names, nationalities, languages, religions and colours may be different but in essence we are all the same – we are all human."

This past October, 350 students from 175 countries met at a World Parliament of Children in Paris. They had been invited by the French National Assembly and UNESCO to write a very important document.

These young people defined their expectations for the future by adopting a "Youth Manifesto for the Twenty-first Century." This manifesto, in the grand tradition of the Declaration of the Rights of Man (1789) and the Universal Declaration of Human Rights (1948), was presented to UNESCO's General Conference on October 26, 1999 (www.forum.ca). Over the course of the year 2000, it will be transmitted to all heads of state. In the autumn it will be formally communicated to the United Nations to commemorate the "International Year for the Culture of Peace."

On April 10, 2000, the Canadian Parliament became the first government in the world to receive the "Youth Manifesto" since its original presentation to UNESCO. In an emotionally-charged ceremony, students from Canada and 11 other countries – Australia, Bahamas, Bulgaria, Burkina Faso, France, Kenya, Northern Ireland, Norway, South Korea, Russia and Sri Lanka – read different parts of their document to our country's highest officials. The Honourable Gildas Molgat, Speaker of the Senate, Gilbert Parent, Speaker of the House of Commons and Deputy Prime Minister Herb Gray were all visibly moved in accepting the students' declaration. There was a pervasive feeling that we were witnessing a defining moment in the history of humanity.

The "Youth Manifesto for the Twenty-first Century" is organized around six themes:

Theme 1: Peace and Non-Violence

Young people want this century to be one of peace among nations. It is imperative that we strive to attain peace by dialogue, community campaigns, diplomacy and every other viable means. If the international community has a sincere desire to create and maintain peace, then peace is a reality which can be attained. This is the only hope for our survival.

The future of the world's young people is threatened by unequal distribution of wealth, prejudice based on race, creed, sex or nationality and authoritarian systems of government. Therefore they propose the following:

- We are all entitled to exercise our right to equal respect and equal opportunity;
- A philosophy of non-violence should be disseminated in mutual respect for all types of diversity through formal and informal education. Teacher and student exchanges should be supported and the media should promote peace;
- Excessive military spending should be redirected towards programmes promoting peace and non-violence.

Young people firmly believe that our names, nationalities, languages, religions and colours may be different but in essence we are all the same – we are all human.

Theme 2: Education

Young people are concerned that too many of us are denied access to public education and lack the adequate conditions for quality learning experiences. They recognize the necessity of affordable education for every person regardless of race, gender, economic status or cultural background. They believe that education is the responsibility of the whole community, including moral authorities, the business world and the media and that the international community should provide assistance whenever necessary.

Education should enable students to acquire a creative and open-minded personality as well as moral values. Academic, social and practical skills should be developed to create international understanding and respect between individuals. Students call upon the national and international communities to: increase funding for education including fee reduction and scholarships; improve teachers' professional standards; reduce teacher-pupil ratios; adapt the teaching-learning process to all types of abilities; set up adequate guidance and counselling; and give more responsibility to students for managing their schools.

In return, these young people have pledged to become more involved in school and social activities, fund-raising and contributing to the education of others. They have also vowed to respect the dignity of other people without discrimination or prejudice.

Theme 3: Environment

Students are concerned about the survival of our planet. For the first time in the history of humanity, we have the power to destroy ourselves. Progress can have irreversible negative effects which we are unable to forecast, including climate changes, nuclear accidents, genetic engineering and the extinction of fauna and flora. We can no longer behave short-sightedly as producers and consumers. With the world's population increasing and natural resources in decline, the risks of international conflict have reached unprecedented proportions.

Taking these observations into account, the young people of the world propose: to call on other young people continually to respect the environment and keep themselves informed of the dangers of tampering with nature; to persuade public service organizations and all media to inform the public about and propose solutions to environmental problems; to organize recycling programs, promote non-polluting forms of public transportation and establish more green spaces in every town and city; to lobby governments to adopt and strengthen laws to protect the environment; and to create an international fund dedicated to anti-pollution research, the development of renewable resources and the support of initiatives which will preserve the Earth for future generations.

Theme 4: Economic Development, Human Development

Young people want the basic needs of all human beings to be better satisfied – health, education, adequate food, a good standard of living and an end to discrimination. These needs can be satisfied through freedom of speech, open-mindedness and an acceptance of different opinions and religions. Those who abuse these basic rights should be punished severely.

All governments should establish priorities based on current conditions. One of these priorities would be to organize an international anti-drug campaign to guarantee a healthier future for the world's population. Other priorities include family planning, gender equity, education and any endeavour which could help create a peaceful future. Emphasis should be placed on avoiding conflicts before they happen. The youth of all continents want to live in a world where there are no child soldiers, terrorists or weapons of mass destruction.

To improve the global economy, students suggest that an international organization be formed to monitor loans and aid, lower interest rates and cancel the debts of severely disadvantaged developing countries. Global interaction should be given priority among governments and peoples.

Theme 5: Solidarity

To those coming of age in the third millennium, solidarity is defined as caring for others and respecting them without expecting anything in return. It exists wherever people work together towards a common goal, whether in an individual commitment or a group activity.

The young people of the world are committed to helping, respecting and caring for others in need regardless of social, racial, cultural or religious differences. Their action plan to promote solidarity includes: improving communication at school between young people and adults; learning about others and their culture in order to understand and respect them; assisting people with special needs such as the elderly, the disabled, the physically and mentally handicapped and those with addiction problems; organizing campaigns to support children in need (orphans, homeless, juvenile delinquents); and being politically active and involved in worldwide organizations such as the World Parliament of Children.

Theme 6: Culture, Communication and Intercultural Dialogue

As the twentieth century segues into the realm of history and myth, our students feel it is important to maintain our culture, learn from others, promote intercultural dialogue and facilitate communication for peace and prosperity worldwide. Therefore, the young people of the world: call upon governments to provide equipment, subsidies and "Forums" to support cultural, artistic and sports activities for youth; ask for assistance to be provided to developing countries so that their natural and cultural heritage can be protected; request that modern information and communication technologies be made accessible to all young people in all countries; recommend that governments pass legislation to enable students to learn languages as early as possible, in and out of school; and expect municipalities to organize international days to enable people of different cultures to educate other young people about the way they live.

The young people of the world have pledged to value other people's opinions and creeds. They have articulated a strong desire for UNESCO to create a permanent World Parliament of Children as a "Forum" where young people can interact and preserve the culture of all nations, ethnic minorities and indigenous peoples.

The Forum for Young Canadians

"Together with friends from across the country and around the world, we participated in a demanding and exhilarating program."

This international conference represents the culmination of 25 years experience. The Forum for Young Canadians was founded in 1975 by concerned citizens from the public and private sectors who wanted to meet a vital need: to develop among high school students a better awareness of their role and responsibilities as Canadian citizens. Sponsors include the Speakers of the Senate and the House of Commons, the Department of Canadian Heritage, the Public Service Commission and private-sector supporters, the prime program sponsor being Royal LePage Relocation Services.

The Forum for Young Canadians welcomes at each of its four annual sessions approximately 125 young Canadians between the ages of 16 and 19. Participants are selected throughout Canada from the brightest students, on a proportional basis, from each province and territory. Newfoundland and Labrador was particularly well represented at this historic session with students from across the province: Ashley Power from Gander; Maria Kielly from St. Mary's Bay; Amanda May from Clarenville; Mary Ryan from Mobile; Bond Rideout from Blaketown; Will Kennedy from Conception Harbour; and Patrick Hanlon from St. John's. Three of the 16 teachers selected were from our province: Mary Diamond from Bay d'Espoir; Marie Guzzwell from Mount Pearl; and Keith Samuelson from St. John's.

Together with friends from across the country and around the world, we participated in a demanding and exhilarating program. It included an overview of Canadian institutions and of the electoral, legislative, executive and judicial systems as well as an analysis of the roles of various key players in the processes of government. Several teaching methods were employed, comprising of theory outlines followed by question periods, group discussion and simulation exercises. Counsellors facilitated the discussions of a diverse group of Canada's future leaders through a series of increasingly complex exercises – from a simple game teaching how the electoral system works to a federal-provincial conference which brought into focus the diverse linguistic, regional and cultural perspectives that shape Canada's national policies.

Presentations by Canada's most prominent parliamentarians were particularly memorable: Adrienne Clarkson's session on "The Role of the Governor-General" in Rideau Hall; Speaker Gildas Molgat on "The Role of the Senate" in the Senate chamber; and Speaker Gilbert Parent on "The Role of the House of Commons" in the House of Commons chamber. Senior staff such as Eddy Goldenberg from the Prime Minister's Office, James R. Hurley, Canada's top constitutional expert, and Chief Electoral Officer Jean-Pierre Kingsley were fascinating presenters. We also experienced enlightening sessions at the Supreme Court and the Lester B. Pearson Building for External Affairs. Teachers participated in a round-table discussion on curriculum with the District Superintendent for Ottawa-Carleton and the staff at Lisgar Collegiate. Other sessions focussed on the roles of Ministers, M.P.s, parliamentary committees, ambassadors and parliamentary media.

There were also ample opportunities to interact informally with each other over lunch, dinner, tours of Parliament and Ottawa and during dancing and skits. Every participant went away with personal memories of dining with charismatic political leaders such as George Baker, Deborah Grey or Claudette Bradshaw, meeting ambassadors from Asian, African and European countries, or posing for pictures with Senator Frank Mahovlich. For some, the cultural exhibitions of the delegation of children from Arctic Bay was especially memorable, for others the theatrics of Question Period or the emotional farewell at the closing banquet and dinner in the National Arts Centre will never be forgotten. However, the opportunity to meet and bond with people from all over the world made Forum 2000 a unique experience.

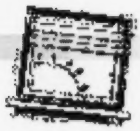
At the end of the conference, many international teachers expressed a strong desire to organize a "Forum" in their home countries. Of course, the Forum staff agreed to help.

Forum 2000 was indeed a great success. It seems appropriate to close with the words of one of the international students:

Thank you from whole of my heart
for making this dream come true!!!
You have just warmed
a few passionate hearts
beating strongly and impatiently
to meet once again in a country called Canada
under the protective "wing"
of a maple leaf...

— Ralitza Houbanova, Varna, Bulgaria.

Keith Samuelson teaches at Prince of Wales Collegiate in St. John's.



GRIEF, LOSS, AND HEALING

by KATHY BURFORD

Grief is a normal and natural part of life. It is our reaction to loss and to having something unwanted happen. Mourning our loss is universal. We are all familiar with having to deal with a variety of losses during our lifetime. When we were young, a favourite pet may have died, or we lost friends as a result of a move or school change. As adults, we may have suffered the death of a parent or someone that we cared about. On the other hand, we may have experienced other types of loss such as a divorce, bankruptcy, job loss, or a serious debilitating injury or illness. Loss of trust or respect has more of a symbolic meaning, but can be difficult nonetheless.

The question that most of us face is, how do we recover from the heartbreak and pain of grief? While some losses are bigger than others, what we experience can range from mild anxiety to intense pain and heartbreak. Each loss, however, requires us to grieve the pain that accompanies it. Unfortunately, there are no shortcuts to grieving. Eventually we need to recover by working through our grief, letting go, and moving on with the task of living our lives the best that we can. It is not only the passage of time that heals our wounds; it is what we do that matters the most and heals us the best. Alternatively, unresolved grief is the underlying problem in most people's lives.

Grief Reactions to Loss

The normal process of grief is highly personal and individualized which results in different reactions. Initially, when a loss occurs, most people experience numbness, shock, and disbelief over what has happened. Some people may find it hard to concentrate and carry on with normal everyday tasks. A great deal of thought tends to focus on the loss situation by constantly going over the events or constantly thinking about the person who has died. Once the shock wears off, the reality of the situation sinks in as does the conflicting feelings associated with the loss. For example, there may be relief that a family member no longer has to suffer the pain of their illness, but also an overwhelming sadness over the loss of the relationship. The work of grieving can be compounded when there is unfinished business in the relationship or situation. In the case of a job loss there may be some relief of leaving a job that was highly stressful but also the heartbreak of leaving behind relationships with students, parents, or colleagues. Also questioning what might have been if there had been a chance to remain in the position may be difficult to face.

Some of us vent anger towards others or at something we feel has created our pain and loss. We may feel that life is unfair and may doubt or lose our faith

Wellness Wisdom

From the Employee Assistance Program for teachers

GRIEF TIPS FOR TEACHERS

For the griever:

- cry, shout, and express your emotions;
- find support;
- face your losses and be aware of what remains;
- stay away from grief substitutes that distract you from dealing with your grief;
- commit to taking care of yourself and make healthy lifestyle choices.

For the observer:

- do not deny another's right to grieve;
- refrain from statements such as, "I know what you are feeling", or "it's for the best", or "keep busy so you don't have to think about it";
- be a good listener and avoid criticism or judgements.

"HEALING CAN NOT HAPPEN IF YOU KEEP ON PUNISHING YOURSELF OR THE WORLD FOR THINGS THAT ARE BEYOND ANYONE'S CONTROL." (Dr. Rita Freedman)

Please send your comments or suggestions to:
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c/o NLTA, 3 Kenmount Road, St. John's, NF, A1B 1W1
Tel. 726-3223 or 1-800-563-3599, Ext. 242
Fax 726-4302 or 1-877-711-NLTA (6582)
e-mail: kburford@nlta.nf.ca

because life has dealt us a terrible blow. Some people feel guilty and blame themselves for something they may or may not have done which they believe could have prevented the loss. Emotions seem out of control and can include uncontrollable crying, fear, loneliness, hurt, sadness, helplessness, and hopelessness. It may be at this point when we take stock and see things more clearly and acknowledge what has been lost.

There are practical ways that people can begin to start the process of healing. The first begins with naming the losses. The difficult work of grieving does not start until we actually accept the loss and understand that our lives have changed and will probably never be the same again. After the death of my father, I can remember when the finality of his death finally dawned on me. It was at that time I truly accepted that he was gone permanently and realized what was left were pictures, stories, and memories of my relationship with him. It was during that time that many people who had known him shared stories I had never heard and it helped as a way to celebrate and honor his life.

There are ways of dealing with the loss that can be helpful in the healing process. The reality of loss can begin to be felt by attending the funeral, visiting the gravesite, or by building a memorial when someone you care about dies. If a marriage is over, it can help to remember the good memories as well as the bad. If you have lost a job, find someone who is a good listener with whom you can share your feelings. If your school is destined to close, it is important to have time to celebrate the good things that your school brought to the community, to the staff, and to the students who attended.

Eventually we have to start living again and adjust our lives without that which has been lost. If that is not accomplished we might find ourselves living with a whole host of grief substitutes. These could include addictions, emotional shutdown, fixed rage, depressive disorders, physical symptoms, and disease, to name a few. Instead, we have options that can help us heal. If you find you are stuck, you might consider grief counseling. You can also use the power of rituals such as lighting a candle, visiting the graveyard, writing to the person who died, or writing your thoughts and feelings in a journal. You can read books on grief and the journey of healing. You can use your pain to grow and, in turn, offer something back to yourself and to others in the future. Grief is often misunderstood, but in applying it to our losses we can use it constructively to start a new beginning and get on with the task of living in a meaningful way again.

Kathy Burford is an EAP Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact Kathy Burford (ext. 242) or Claudette Coombs (ext. 265).

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A SOLUTION FOR READING AND SPELLING DIFFICULTIES

DYSLEXIA: PART V

by DR. CATHERINE G. PENNEY

The dyslexic's difficulty with reading and spelling results from an inadequate representation in memory for the sound of words and the way words are pronounced – what linguists call the phonological representation of the word. Dyslexics have difficulty analyzing a word into the individual phonemes. English has about 40 phonemes which are the sounds represented by the letters of the alphabet. Some phonemes are represented by two letters (such as the "ch" and "th" sounds), and vowel sounds are often represented by several different spellings. The same sound is represented by the letters "aw" in the word "awful", the letters "augh" in "caught", the letters "au" in "Paul", the letter "o" in "hot", the letters "ough" in "thought" and the letter "a" in "small".

In order to learn to read and spell, it was thought that the child must first analyze a word into the phonemes, and then associate the phonemes with their letters. This view of reading has increased interest in phonics programs which explicitly teach associations between letters and their sounds, and in programs which develop phonemic awareness – the ability to "hear" the individual phonemes in a word. Marilyn Adams reviewed a lot of research on reading in her 1990 book called "Beginning to Read" and concluded that reading programs which explicitly taught letter-sound associations produced better reading achievement than programs which did not.

Another view of reading suggests a different approach to teaching reading. Usha Goswami of Oxford University reported that six-year-old children were able to read unknown words by analogy with a known word. If a child was shown a word like "beak" and told what this word was, he or she was more likely to read a word like "peak" correctly than a word like "bear". It seems there is something special about the last part of a word.

Before children can analyze a word like "cat" into its three individual phonemes ("kuh", "ah", and "tuh"), they can often segment an initial consonant sound. Young children or older poor readers can take the "d" sound from "dog" but if asked to take the "s" sound from "smile" will say "I'll" rather than "mile". An early stage in the development of phonemic awareness is the stage at which the child can break a syllable into two parts: (1) the initial group of consonants (called the onset); and (2) the vowel and any consonants that follow the vowel (called the rime). The child in Goswami's experiment was using the rime to read the new word.

English spelling of vowel sounds is complex and irregular, but spelling and pronunciation are simpler and more regular for rime units. The letter pattern "to" has only one pronunciation as does the letter pattern "aw". Even a difficult pattern like "augh" has a limited number of pronunciations ("caught" and "laughter").

What happens if we teach dyslexic students to pronounce letter patterns corresponding to rime units? Keith Greaney, William Tumner and James Chapman trained poor readers to read and spell groups of words that contained the same rime units. A child might be taught to spell "scat", "beat", and "neat" and asked to read a bigger word like "heater". When tested at the end of the 11-week training program and again one year later, students given the rime-based training did better than children taught to use context to figure out the words they could not read.

In my research I am evaluating a rime-based training program with poor readers aged 8 to 18. Poor readers practice spelling and reading words that have rime units in common such as "and", "band", "candy", "handstand", and "understand". To ensure that they apply their word attack strategies to meaningful reading, the students also read text containing the word they have practiced. Here are results for two students.

Margaret's listening comprehension and learning ability were in the top 2% of the population, but her spelling was in the bottom 15%. Her reading comprehension was slightly above average for her age (13) and grade (8). After 30 hours of private tutoring with the rime-based spelling drills (spread over about 16 months), her score for reading isolated words went from grade 4.7 to grade 5.5, and her reading comprehension increased from grade 10.8 to grade 14.4. Her spelling score increased from grade 4.3 to 5.2.

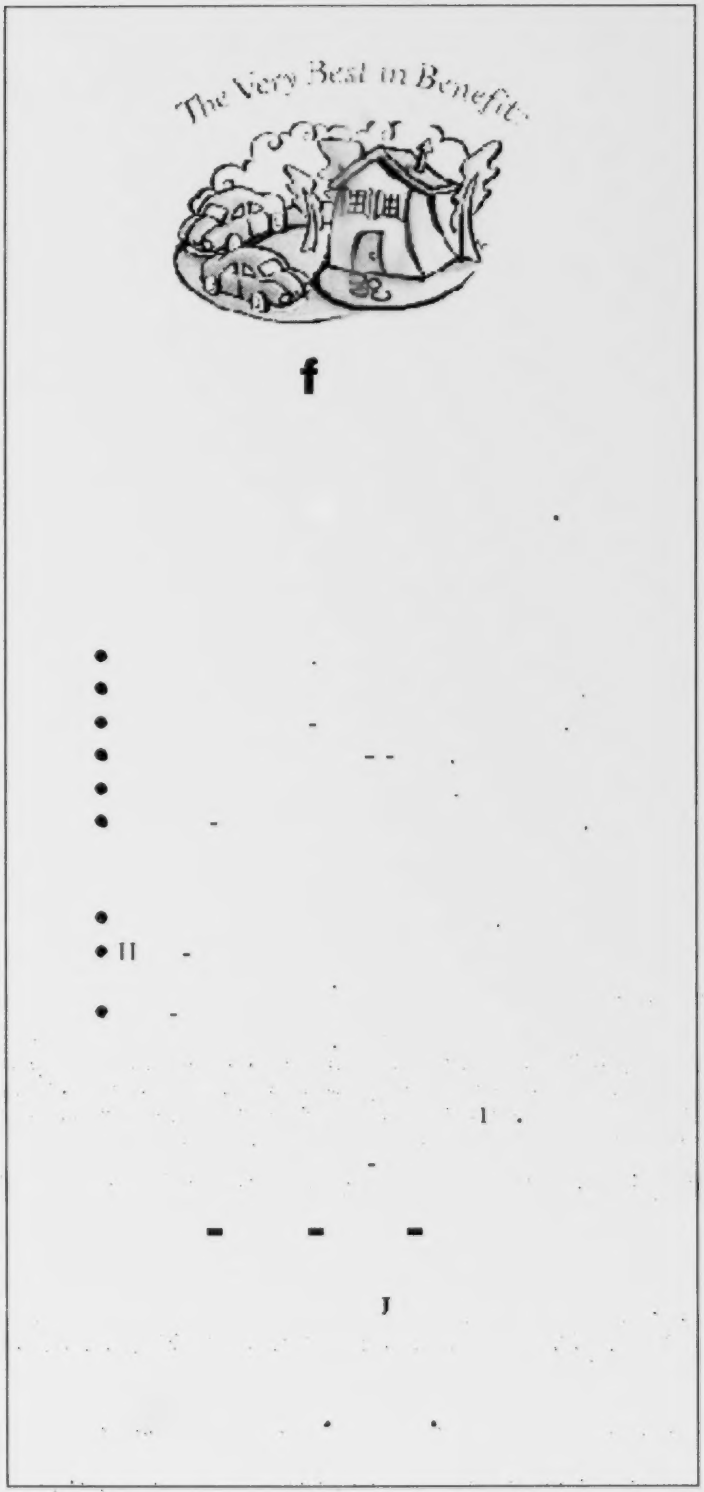
Peter was eight years old and nearly finished second grade when first tested. He could read 88 of the 125 most frequent words in print. On a test of reading isolated words Peter read 27 words correctly which represents a late first-grade reading level. Peter refused to do a spelling test. He received 60 tutoring sessions with the rime-based spelling drills over a two-year period and was retested. He correctly read 232 of the most frequent 250 words, and read 51 words correctly on the reading test (high grade 2 reading level). He spelled "and", "in", and "him" correctly on one spelling test, and spelled nine words correctly on a second spelling test.

Would Margaret and Peter have improved as quickly without the tutoring? A year and a half after Peter finished the 60 tutoring sessions, he was tested again. He read 234 of the 250 most frequent words (an increase of only two words), and correctly read 58 words on the other reading test (an increase of seven words compared to the increase of 23 words during the tutoring period). His spelling score increased by one point on one test, but remained the same on a second test. Peter's reading and spelling improved much more when he received the tutoring even though his lessons occurred, on average, less than once per week.

Margaret was tested again 16 months after she finished the tutoring program. She read isolated words at a grade 6.3 level, showing the same amount of improvement as during the tutoring period. Ability to read nonsense words actually dropped slightly from grade 5.9 to 5.3 compared to an increase from grade 3.0 before the tutoring began; and reading comprehension also declined to grade 13.6 level from 14.4 at the end of the tutoring. Margaret's spelling did not improve at all in the period without tutoring compared to the increase of approximately one grade level during the tutoring.

My conclusion: The way to teach reading and spelling to dyslexic children is to have them read and spell groups of words containing the same rime units (such as "and" or "até") or the same syllables (such as "per" or "tion"). This training promotes the ability to "sound out" new words containing familiar letter patterns – an essential skill if a child is to become an independent reader. Case studies like Margaret and Peter indicate that students who have experienced a lot of trouble with reading and spelling do make good progress when they are taught with a rime-based program. Once a child is an independent reader and can spell the words they need for their school work, they can make progress in language arts and in other school subjects.

Dr. Catherine Penney is a Professor with the Department of Psychology at Memorial University of Newfoundland.



PHOTOCOPYING AGREEMENT

NEW FROM CANCOPY

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The *Copyright Act* provides Canadian creators with legal protection for their works. One of the legal rights provided is the sole and exclusive right to reproduce a work, or even a substantial part of a work in non-legal language, the right to make copies. Activities such as photocopying extracts from books, magazines and newspapers are controlled by the copyright owner through the exercise of the exclusive right of reproduction. Using a photocopying machine to copy a work, or even a substantial part of a work, or to make multiple copies for an entire class, are examples of reproduction under copyright law. Permission is required prior to making a copy.

In late 1999, education ministers and representatives of CANCOPY concluded a new licensing agreement to cover photocopying in schools. The Council of Ministers of Education, Canada (CMEC) negotiated the licence with CANCOPY, the Canadian Copyright Licensing Agency, on behalf of all provinces and territories, except Quebec. Quebec negotiates its photocopying licence with a different collective, COPIBEC, but the two collectives are linked through a reciprocal agreement. In many circumstances, the new licensing agreement eliminates the need to have to get permission before making a copy of published, printed material.

CMEC is an intergovernmental body made up of the ministers of education and advanced education. Through CMEC, ministers of education share information and undertake projects in areas of mutual interest and concern. CANCOPY is a non-profit organization that licences the right to make copies of the works of authors and publishers, both Canadian and foreign.

Up to now, CANCOPY has negotiated directly with each province and territory – and in the case of Ontario, with the school boards' associations. The result was that licences across the country contained different terms and conditions, creating inequities in coverage for students and staff from one jurisdiction to another. Now, for the first time, there is a common copying licence for elementary and secondary schools. By working together on a pan-Canadian licence, provinces and territories were able to negotiate better conditions and costs than if they had acted separately.

An example is a greatly reduced sampling burden to be required of schools. Under the new licence, only bibliographic sampling will occur, that is sampling that allows CANCOPY to get a snapshot of what is being copied (but not how much), in order to fairly distribute royalties to its members. A sampling protocol, negotiated as part of the new licence, provides for a reduced sampling period of only five weeks, rather than ten, as in the past. Once a school has been chosen for sampling, it will not be chosen again for another three years – even in Ontario, where the large number of students and schools means that sampling will occur every year.

In the first year of the new licence, provinces and territories will pay $2.10 for every full-time-equivalent student or FTE enrolled in a public elementary or secondary school. The following year, they will be paying $2.15. In the third year, the tariff is $2.20. In the fourth year, the tariff will be $2.20 per FTE, adjusted by the Consumer Price Index or CPI, to a maximum of 3%. In the fifth year, the amount will be whatever the figure was for year 4, adjusted by the CPI for that year, again to a maximum of 3%.

Here are some of the highlights of the new licence.

- The terms and the tariff for this pan-Canadian agreement with CANCOPY are the same for all jurisdictions across the country, except Quebec.
- The term of the licence is five years (1999-2000 to 2003-2004).
- The licence permits teachers and some ministry, department or school board staff to copy by photocopying, by hand, on an overhead, or on the blackboard, without infringing copyright.
- The licence covers copying for authorized purposes, which means any not-for-profit educational purpose within or in support of the mandate of publicly-funded K-12 institutions.
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Ireland, Liechtenstein, Malta, Netherlands, New Zealand, Norway, South Africa, Spain, Switzerland, the United Kingdom, or the United States.

- The 10% limit may be exceeded if a school needs to copy: an entire chapter comprising 20% or less of a book; an entire short story, play, essay, or poem from an anthology; a newspaper, magazine, or journal article; an entry from a reference work; an illustration or photograph from a publication containing other works; material to accommodate the perceptually disabled, published in Canada; and in limited circumstances specified in the licence, out-of-print books.
- Schools may copy a class set, including two copies for the teacher.
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School Name

School Telephone

Please check which session you will be attending:

- ☐ **Oct. 19-20** – Mt. Peyton, Grand Falls-Windsor
- ☐ **Oct. 26-27** – Holiday Inn, Corner Brook
- ☐ **Nov. 2-3** – Gander Hotel, Gander
- ☐ **Nov. 16-17** – Holiday Inn, Stephenville
- ☐ **Nov. 23-24** – Holiday Inn, St. John's
- ☐ **Nov. 30 - Dec. 1** – Holiday Inn, St. John's
- ☐ **Dec. 7-8** – Holiday Inn, St. John's

Will your spouse be attending? ☐ Yes ☐ No

Name of spouse (if attending)

Earliest eligibility date for pension

Have you attended a previous pre-retirement seminar?

☐ Yes ☐ No

Note:
- Travel costs will be paid according to policy.
- You will receive confirmation prior to seminar.
- All participants must pre-register.
- Teachers eligible to retire on or before June 2003 are eligible to attend.
- Teachers are advised to bring a calculator.

Please submit registration form to:
Melanie Jaster
Benefits and Economic Services Division,
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NF, A1B 1W1
Fax: 709-726-4302

FOR NLTA OFFICE USE ONLY		
Date Received	Confirmation Sent	Information Package Sent

RESOURCES

Editor's Choice for Resources on the Web

Check out these web sites

www.media-awareness.ca/eng/issues/internet/hintro.htm
The Media Awareness Network has launched "Challenging Online Hate", an online program designed to help parents and teachers educate and equip young people to deal with hate on the Internet. Some of the key resources found on the site include: *A Guide for Parents and Teachers*; *Getting Involved*; *Resource Room*; *Legislation, Codes and Practices*; and a section called *Quick Facts*. The Media Awareness Network promotes and supports media literacy in Canadian homes, schools and communities.

www.ei-ie.org/phila.htm
Education International (EI) has developed a new section on its web site linking education and philately. The new pages report on EI's ongoing campaign (supported by UNESCO and the World Bank) for the issuing of commemorative stamps for World Teachers' Day, with images of the 14 postage stamps (and First Day Covers) on October 5, 1999. This part of the site will be updated regularly as countries announce new issues. A second section of the site offers over 100 philatelic links dealing with stamp collecting for children, educational thematic collections, the development of philately, and general stamp sites.

www.cgdi.gc.ca/ccatlas
The Canadian Communities Atlas offers a unique national network of geographic information by providing schools the opportunity to create an Internet-based Atlas of their community. The Atlas project provides an ongoing educational project and Canadian resource for students, teachers and the general public. Check out this site for information about the project, how to participate, resources available, and community Atlas projects across Canada.

THAT BODY IMAGE THING: YOUNG WOMEN SPEAK OUT

The Canadian Research Institute for the Advancement of Women (CRIAW) has launched two publications on young women and body image. *That Body Image: Young Women Speak Out* is a collection of essays written by young women across Canada. A parallel volume of essays written by young francophone women, *Le corps en tête: Les jeunes femmes s'expriment*, has been released at the same time.

In addition to the essays, the publications contain resource sections designed to help young women, parents, teachers and community groups locate a wide range of information on body image including books, films, web sites, educational tools and contact information for community services. Artwork by young women artists is featured throughout.

Copies of both publications are available for $13.95 (postage included). Contact CRIAW, 151 Slater Street, Suite 408, Ottawa, ON, K1P 5H3; e-mail: mcote@criaw-icref.ca; Fax: 613-563-0682; Tel: 613-563-0682. For more in-depth information about the books, visit CRIAW's web site at www.criaw-icref.ca.

THE SELF-DESTRUCTIVE USE OF DRUGS POSTER

The Canadian International Drug Awareness Centre (CIDC) in Ottawa has launched a medically-researched and approved, market-tested, educational poster entitled *The Self-Destructive Use of Drugs* for nationwide distribution. This poster profiles 12 of the most commonly used drugs, both legal and illegal. It's provocative content is guaranteed to encourage discussion. The poster is available in English and French and can be easily displayed in schools, libraries, sports clubs, places of worship and community centers. It should have a place where people of all ages can see it, see themselves and at a glance, learn the truth about substance abuse.

The Self-Destructive Use of Drugs poster can make a difference. Together with CIDAC, you can help place a primary educational and informative tool in the hands of all educators, children and students of our nation; a tool that will help raise awareness.

Orders for *The Self-Destructive Use of Drugs* educational poster can be placed by calling 613-830-7366 or by fax at 613-830-3036 or by writing to The Canadian International Drug Awareness Centre, 1093 Millwood Court, Orleans, ON, K1C 3E9. Attention: Rosemin Karmali. Poster price is $39.95 (plus shipping, handling, taxes).

CANADIANA: THE NATIONAL BIBLIOGRAPHY

The third edition (December 1999) of *Canadiana: The National Bibliography* on CD-ROM brings the coverage of Canadiana publications to the end of 1999. It contains more than 1.8 million records, including all the bibliographic records for *Canadiana* that have appeared in the National Library of Canada's (NLC) national bibliographic services since their inception; bibliographic records for maps, atlases and globes from the Carto-Canadiana file of the National Archives of Canada; bibliographic records for early Canadiana created by the Canadian Institute for Historical Microreproductions; and names authority records created by the National Library and the National Archives.

For a demonstration visit the NLC web site at www.nlc-bnc.ca/canadiana/ or to receive a demo diskette, contact Marketing and Publishing, National Library of Canada, 395 Wellington Street, Ottawa, ON, K1A 0N4, Tel: 613-995-7969; Fax: 613-992-9871; TTY: 613-992-6969; E-mail: 'distribution@nlc-bnc.ca. When ordering *Canadiana* on CD-ROM, please quote the following catalogue number: SN2-2/1999-2-MRC. Cost: $129.95 ($139.05 with 7% GST).

CALENDAR

NEW FRONTIERS, NEW TRADITIONS
July 6-8, 2000
St. John's. A national conference whose aims encompass the development of interest of girls in science, technology, engineering and mathematics (STEM), the recruitment of young women into STEM career paths, and the retention and leadership of women in these fields by ensuring their career objectives are met. The Registration Booklet for the Conference is now posted on the web site (www.mun.ca/cwse) as a .pdf file. You can print the program information and registration form from there. If you wish to have the hard copy booklet, e-mail emerson@engr.mun.ca. with your mailing address. For further information contact Carolyn Emerson, Conference Chair, Tel: 709-737-7960.

CASA/CEA LEADERSHIP SUMMIT 2000
July 29 - August 3, 2000
Québec City. The CASA/CEA Leadership Summit is a six-day interactive program in which participants examine their roles and skill requirements for leadership effectiveness using a variety of teaching strategies including expert presentations, facilitated dialogue and small group work. Registration fee: $904.15 (includes GST) for Early Bird (Members only) or $1,053.95 for Non-Members and Member registration received after June 15. Contact either the Canadian Association of School Administrators, 700 Dorval Drive, Suite 610, Oakville, ON, L6K 3V3, Tel: 905-845-2345/ 888-212-5331, Fax: 905-845-2044, E-mail: rae_stoness@casa-acas.org, web site: www.casa-acas.org; or Canadian Education Association, 317 Adelaide Street W., Suite 300, Toronto, ON, M5V 1P9, Tel: 416-591-6300, Fax: 416-591-5345, E-mail: cea-ace@acea.ca, web site: www.acea.ca.

NORTH ATLANTIC FORUM 2000
September 24-27, 2000
Corner Brook. North Atlantic Forum 2000 is the second in a series of international conferences examining innovative approaches to economic development at the community, regional and national levels around the periphery of the North Atlantic. Sponsored by Memorial University of Newfoundland and College of the North Atlantic, the conference will explore the relationship between economic development and the themes of local governance, organized labour, education and training. Contact Harvey Weir, Executive Director of Continuing Education, Memorial University of Newfoundland, Tel: 709-737-7921; Fax: 709-737-7941; e-mail: hweir@stemnet.nf.ca.

ATTENTION DEFICIT DISORDER/LEARNING DISABILITIES
October 19-20, 2000
Grand Falls-Windsor. Dr. Edward Hallowell, one of North America's leading psychiatrists and best selling author will speak on attention deficit disorder, learning disabilities, worry, connectedness and brain research. Presented by ADD Central and School District #5. Contact Keith Adey or Mike Inder at 709-489-2332. Tickets can be purchased by calling the Grand Falls-Windsor Arts & Culture Centre at 709-489-4520.

EASTERN HORIZONS CONFERENCE
October 19-22, 2000
Hotel Newfoundland, St. John's. Co-sponsored by the NLTA Learning Resources Council and the St. John's Branch of the Children's Literature Roundtable. A celebration of Canadian children's and young adult literature featuring presentations by a variety of Canadian authors, illustrators and educators, highlighting some of the best literature from across the country. Contact Heather Myers, Children's Librarian, A.C. Hunter Public Library, St. John's, Tel: 709-737-3317.

LEARNING RESOURCES AGM
October 21, 2000
Hotel Newfoundland, St. John's. Contact Kathy Rowsell, Tel: 709-634-5828.

SCHOOL COUNSELLORS ASSN OF NF (SCAN) CONFERENCE
October 26-27, 2000
Contact Wade Prior, Tel: 709-279-2870, Fax: 709-279-2177.

MODERN LANGUAGES COUNCIL BIANNUAL CONFERENCE
October 26-27, 2000
Stephenville. The Conference Committee wishes to extend an invitation to individuals or groups who wish to present at this year's conference or who wish to supply ideas for sessions to contact Denise Francis, French Programs Specialist, Cormack Trail School Board, Tel: 709-695-3422, Fax: 709-695-7097 on or before June 16, 2000.

READ – READING, ENGLISH AND DRAMA CONFERENCE
Fall 2000 (tentative)
Holiday Inn, St. John's. Contact Brian Vardy, Tel: 709-579-4107, Ext. 236.

PROGRAM SPECIALISTS CONFERENCE
Fall 2000
Grand Falls-Windsor. Contact: Christine Cole or Wayne Hallett, Tel: 709-489-2168; Fax: 709-489-2543.

NLTA

NEW HOURS OF OPERATION

JUNE 1 - JUNE 23
MONDAY TO FRIDAY
9:00am - 4:30pm

JUNE 26 - SEPTEMBER 1
MONDAY TO THURSDAY
8:30am - 4:30pm
FRIDAY
8:30am - 1:00pm

Important Notice

IN ORDER TO BETTER SERVE OUR MEMBERS, EFFECTIVE SEPTEMBER 5, 2000 OUR NEW OFFICE HOURS WILL BE:

MONDAY TO FRIDAY
8:30am - 4:30pm